

culture in schools of less than college grade is apportioned on the basis of the ratio the rural population of the state bears to the total rural population of the United States. (2) **Trades and Industries and Home Economics.** The fund available for salaries of teachers of trades and industries and home economics in classes of less than college grades is apportioned on the basis of the ratio of the urban population of the state to the total urban population of the United States (3) **Teacher Training.** The fund available for teacher training departments maintained in colleges is apportioned on the basis of the ratio of the total population of the state to the total population of the United States.

961 A. General Conditions. The law provides for all-day schools and classes, part-time and general continuation part-time classes, and evening classes. The time of the student is divided between the classroom work in technical and related topics and the practical work. The amount of time given to each subject varies in the particular field of vocational work studied, and is proportioned by the State Board of Vocational Education. The following requirements are conditions of the grant. (1) The instruction must be under public supervision and control. (2) The controlling purpose must be fit for useful employment. (3) The instruction must be less than college grade. (4) The instruction must be designed to meet the needs of persons over fourteen years of age who have entered upon or who are preparing to enter upon employment. (5) Every dollar of federal funds must be matched by a dollar of local or state funds, or both. (6) Federal funds can be expended only for salaries of teachers and maintenance of teacher training departments.

961 B. State Organization for Vocational Education. By the law of 1919 the administration of vocational education is in charge of the State Board of Vocational Education. (See above, Par. 902 C.).

The Executive Staff consists of a State Director of Vocational Education and special supervisors for agriculture, trades and industries, and home economics. The duty of the State Director is to aid in coordinating the vocational work in the schools with other work, and in advising the supervisors as to location of classes, plans and methods, and in such other ways as may tend to bring into the school activities.

961 C. Progress of North Carolina in Vocational Education. In the three years which have passed since the Smith-Hughes Act went into force, much progress has been made in entering into the opportunity thus created, but the figures given below represent only a beginning, and the next few years will probably see a great extension of the work. Since North Carolina is primarily a rural state, agricultural education has naturally received most attention. The chief need in every branch is qualified teachers. If the supply of these were anything like equal to the demand the work of carrying out the pro-